

Genre Connections

Lesson Preparation

Daily Lesson 1	READING	
	TEKS	Ongoing TEKS
	E1.Fig19A,B E1.3A E1.7A E1.15Ci	E1.1A,B,D,E E1.15Cii
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Literary analysis of genres improves the reader's ability to determine purpose and message. Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. <p>— How do authors use literary techniques in texts?</p> <p>— What connections can be made within and across genres?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Figurative Language Sensory Language 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Poem (1 per student) Chart paper (if applicable) 	
Attachments and Resources		
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select a poem rich in figurative and sensory language. 	
Background Information	This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple brief reflections to make connections within and across genres (e.g., literary-literary, informational-informational, and literary-informational). Provide textual evidence to support ideas."</i>	
Teacher Notes	<p>In Daily Lessons 1-5, students will analyze literary genres including poetry, literary nonfiction, and fiction (either a classical short story or excerpt from a classic novel). Choose your literary selections so that students can make connections across and among genres, i.e., ones that share a common theme. In Daily Lessons 8-11, students will be exploring expository text. Select a text with a topic which relates to the fiction they have studied in the Unit to also allow for connections to be made.</p> <p>Word Study should be continued in the context of Reading. Reading and Writing Appetizers resume in Unit 05B.</p>	

Instructional Routines

Daily Lesson 1	READING	
Duration and Objective	Suggested Duration: 50-60 min. <u>Content Objective:</u> Students analyze the effects of figurative and sensory language in a poem.	
Mini Lesson	<ol style="list-style-type: none"> 1. Review with students the types of figurative and sensory language poets use to create imagery in poetry. Refer students to their notes in the Reader's Notebook from Unit 2A. 2. Read selected poem aloud so that students can get a sense of the poem. 3. Ask: What is the poet's message? Discuss responses. Ask: What sensory images are created in the poem? Discuss responses. 4. Direct students to create a T-Chart in the Reader's Notebook with the following headings: <i>Figurative Language or Sensory Language Example</i> 	
Learning Applications	<ol style="list-style-type: none"> 1. In Collaborative Groups, students identify and analyze the figurative and sensory language the poet uses to develop the message by completing the T-Chart in the Reader's Notebook. 2. Each group shares 1-2 examples of figurative and sensory language and the effect(s) from the poem. 	
Closure	1. In the Reader's Notebook, students write a short reflection about the effect of the poet's use of figurative and sensory language in the poem. Students should use textual evidence as support.	